

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div style="text-align: center;">             2015 AUG 19 PM 1:22              Place date stamp here           </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received Texas Education Agency</div> </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Edgewood Independent School District	015905	Henry B Gonzalez	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1746003122	20	TX-020	010541092
Mailing address		City	State ZIP Code
5358 W. Commerce Street		San Antonio	TX 78237

**Primary Contact**

First name	M.I.	Last name	Title
Susan	A	Forthman	Federal and State Programs Director
Telephone #	Email address		FAX #
210-444-8128	sforthman@eisd.net		210-444-8104

**Secondary Contact**

First name	M.I.	Last name	Title
Mario		Goff	Principal
Telephone #	Email address		FAX #
210-444-7800	mgoff@eisd.net		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Jose	A	Cervantes	Superintendent
Telephone #	Email address		FAX #
210-444-4520	jose.cervantes@eisd.net		210-444-4602
Signature (blue ink preferred)		Date signed	

*Dr. Jose A. Cervantes*  
 Only the legally responsible party may sign this application.

701-15-107-003

**Schedule #1—General Information (cont.)**County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of</li> </ol> </li> </ol> </li> </ol>

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Texas state-design model</u></b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b><i>Early College High School</i></b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p>
9.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Early Learning Intervention Model</b> in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Offer full-day kindergarten.</li> <li>2. Establish or expand a high-quality preschool program.        A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:       <ol style="list-style-type: none"> <li>(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</li> <li>(B) High-quality professional development for all staff;</li> <li>(C) A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>(E) A full-day program;</li> <li>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>(J) Program evaluation to ensure continuous improvement;</li> <li>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>(L) Evidence-based health and safety standards.</li> </ol> </li> <li>3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.</li> <li>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>5. Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--       <ol style="list-style-type: none"> <li>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(B) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,</li> </ol>

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
  2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff
  3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.
  1. Implement an evidence-based whole-school reform in partnership with a model developer.
    - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
  2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
    - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    - (C) A study which used a large sample and multi-site sampling.
  3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
  4. The whole-school model must implement the model for all students in the school.
  5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
    - (A) School leadership
    - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>restart model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> <li>The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>  These approved models are supported by: <ol style="list-style-type: none"> <li>A study of efficacy that meets What Works Clearinghouse evidence standards.</li> </ol> </li> </ol>

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$ .

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Henry B Gonzalez elementary (HBG) is a high-poverty, high need campus poised for systemic school change and has faculty buy-in and district support to create a strong and robust intervention program for the duration of the TTIPS grant period and beyond. A needs assessment underscored an urgent need for change as norm-referenced diagnostic assessments showed that 70% of students at HBG were not reading at grade level and consequently were underperforming in other academic areas as well. Research continues to show that 3<sup>rd</sup> grade reading readiness is pivotal in the trajectory of students' academic success and workforce readiness. A recent study shows that nearly 90% of third graders who achieve reading proficiency graduate on time; and conversely, about 90% of third graders not achieving grade-level reading performance do not graduate on time, if at all. An **Early Learning Intervention Model** is an imperative need, featuring a quality pre-kindergarten through 2<sup>nd</sup> grade literacy program and 3<sup>rd</sup> – 5<sup>th</sup> grade literacy interventions, and is core to the transformation of Henry B. Gonzales to a high performing school.

At present, reading proficiency levels on campus are functioning as a barrier to student academic success across all subject areas. Thus, the vision and focus of the proposed intervention program is to aspire for *all* HBG elementary students to read on grade level by third grade. The set operational goal will be to reform current conditions at the school so that 70% or more of HBG students are reading on level at 3<sup>rd</sup> grade by the third year of program implementation, and that 90% or more of 3<sup>rd</sup> grade students attain reading proficiency by the fifth year of program implementation. As alarming as current performance levels of HBG students may be, there is a well-grounded optimism and expectation for a turnaround. The new principal who was hired for the campus has increased teacher moral and is open to change and is aware of the academic failures that his campus faces. Targeting early learning literacy intervention will establish a foundation supporting school wide efforts to improve student performance in all subjects. That is why the goal is to attain pass rates of 75% or more on state assessments in mathematics, writing, and science by the third year of program implementation. As part of the Early Learning Education Intervention Model, we are seeking to expand services at HBG elementary school to include quality Pre-K education, along with improving literacy education across all grades to increase the reading proficiency of students.

The Early Learning Intervention Model has been chosen because it offers a guiding organizational framework as we develop a program that represents a compilation of best practices in early education benefiting all students, and targeting those students in most need of literacy development. This model will serve as a catalyst stimulating instructional innovation, professional development, improved school management, and increased student performance. The district has granted HBG full support and operational flexibility in designing and implementing the proposed program by assuring access to resources and personnel who can support teachers and provide guidance to have success with this program. The district will also ensure that monitoring and evaluation of the program takes place on a regular, on-going basis and includes a student growth component.

Among the key features of the research-based practices to be adopted at the campus, literacy coaches will be hired on a full time basis for the campus to assist students and teachers with achieving academic success. Students will engage in extended learning time in academic areas where they are underperforming. Extensive outreach efforts will be made in the largely Spanish-speaking school attendance zone neighborhoods to engage parents of students to become an integral part of the success of their children. These parents will be given training and resources that they can use at

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Home to assist their children with literacy development and their school work. Teachers and administrative staff will participate in professional development throughout the grant period and will have the opportunity to team with personnel who have a proven track record of success in working with at-risk, high poverty student populations to raise reading readiness levels. District specialists and key administrative staff will actively be on site to assist campus teachers and staff with program implementation at HBG. The School Turnaround Assistance Team (STAT) is new to HBG and also Edgewood ISD. Administrative staff realized the need for a team of key administrative staff with the expertise to advise and the authority to make things happen in all areas of district support. This STAT team can be called to action at any time that the campus requests assistance. External literacy consultants will provide additional support for teachers through coaching and advanced training.

As an additional key feature of the proposed program, teachers and faculty who raise student academic success will be awarded and given recognition for their successes, and those teachers who continually have problems succeeding with students will be given ample opportunity to grow and learn in order to have success in the classroom. The most successful teachers, as determined by student growth, will be rewarded with performance incentives and will be selected as teacher coaches modeling and sharing their successes with other faculty throughout the district. By acknowledging, recognizing, and rewarding our best teachers we will be able to raise academic success and ensure the longevity of the program past the grant period. Adversely, faculty who continually fail to contribute to student growth despite professional development efforts will be removed from service to the school.

The district and campus presently have a number of organizational structures, capacities and resources in place that will facilitate the adoption of an effective intervention program. These structures and capacities include curriculum specialists, financial management staff, database collection and information systems, and other teacher supports. For example, English as a Second Language (ESL) specialists, bilingual education specialists, the literacy department, and the curriculum, instruction and assessment department have and continue to play a role in assisting the campus with planning and improvement. The business office has tracking systems in place to help the campus manage expenditures and budgeting details. The district's Pinnacle database system will assist the campus and individual teachers in tracking the progress of their assigned students. The Senior Evaluation staff provides assistance to the campus in the use and interpretation of student information to facilitate data-driven decision making. Further, electronic tracking and planning systems such as the Universal Review software program, along with other district-mandated planning tools, assists and supports campuses by monitoring schools' academic progress and implementation of school policies and programs.

To summarize, HBG elementary has a pressing need to address the issue of reading readiness to ensure that all third grade students achieve reading proficiency and success in all academic areas. The district has opted to adopt the Early Learning Intervention Model to begin the process of early literacy education at the Pre-K level and to improve the literacy education program across all elementary grades. The district and campus have the capacities and resources in place to maximize the benefits of the TTIPS grant program to achieve the goals and objectives of the proposed intervention plan

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015905 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

**Budget Summary**

Schedule #/Title	Class s/ Objec t Code	Year 1 Program Cost	Year 1 Admin Cost	Amount t of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$235,410	\$28,500	\$	\$640,000	\$30,000	\$625,000	\$30,000	\$633,447	\$30,000	\$640,216	\$30,000	\$2,922,573
#8-Professional and Contracted Services	6200	\$462,000	\$	\$	\$565,000	\$	\$625,000	\$	\$625,000	\$	\$600,000	\$	\$2,877,000
#9-Supplies and Materials	6300	\$1,077,590	\$12,260	\$	\$555,000	\$10,760	\$460,000	\$10,760	\$451,553	\$10,760	\$451,553	\$10,760	\$2,995,696
#10-Other Operating Costs	6400	\$125,000	\$7,000	\$	\$140,000	\$7,000	\$190,000	\$7,000	\$190,000	\$7,000	\$208,231	\$7,000	\$888,231
#11-Capital Outlay	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No													
2.612% indirect costs (see note):		N/A	\$47,760	N/A	N/A	\$47,760	N/A	\$47,760	N/A	\$47,760	N/A	\$47,760	\$238,800
Grand total of budgeted costs (add all entries in each column):		\$1,900,700	\$47,760	\$	\$1,900,700	\$47,760	\$1,900,700	\$47,760	\$1,900,700	\$47,760	\$1,900,700	\$47,760	\$9,738,800

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$10,000,000

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$500,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.

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2015-2020 Texas Title I Priority Schools, Cycle 4

- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 015905					Amendment # (for amendments only):				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	1		\$13,000	\$	\$50,943	\$52,217	\$53,523	\$54,861	\$224,544
2 Educational aide	1		\$4,500	\$	\$16,830	\$17,251	\$17,683	\$18,125	\$74,389
3 Tutor	15		\$7,000	\$	\$13,500	\$13,500	\$13,500	\$13,500	\$61,000
Program Management and Administration									
4 TTIPS Coach	1		\$34,583	\$	\$59,285	\$60,767	\$62,286	\$63,843	\$280,764
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Bookkeeper	1		\$25,320	\$	\$25,953	\$26,602	\$27,267	\$27,949	\$133,091
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Accelerated Intervention Teacher	2		\$27,000	\$	\$104,658	\$107,276	\$109,958	\$112,708	\$461,600
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$111,403	\$	\$271,169	\$277,613	\$284,217	\$290,986	\$1,235,388
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$8,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$88,000
15 6119 Professional staff extra-duty pay			\$114,680	\$	\$312,420	\$299,384	\$299,384	\$299,384	\$1,325,252
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$29,827	\$	\$66,411	\$58,003	\$59,846	\$59,846	\$273,933
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$152,507	\$	\$398,831	\$377,387	\$379,230	\$379,230	\$1,687,185
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$263,910	\$	\$670,000	\$655,000	\$663,447	\$670,216	\$2,922,573

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2015-2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 015905										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$		
	Specify purpose:									
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$		
	Specify purpose:									
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	Professional development services for all core content areas to aimed at increasing academic achievement	<input type="checkbox"/>	\$100,000	\$	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000	
2	Coaching in all content areas	<input type="checkbox"/>	\$100,000	\$	\$100,000	\$100,000	\$100,000	\$75,000	\$475,000	
3	Professional development for Early Learning Education/Intervention	<input type="checkbox"/>	\$50,000	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000	
4	Contracted services to increase extended day learning opportunities	<input type="checkbox"/>	\$100,000	\$	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000	
5	Coaching/Prof. dev. for parents and families to provide skills/tools to increase acad. Achievement, family/community engagement	<input type="checkbox"/>	\$40,000	\$	\$40,000	\$40,000	\$40,000	\$40,000	\$200,000	
6	Contracted services aimed at improving school climate & team building	<input type="checkbox"/>	\$22,000	\$	\$25,000	\$35,000	\$35,000	\$35,000	\$77,000	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$412,000	\$	\$415,000	\$425,000	\$425,000	\$400,000	\$2,077,000	
a.	Subtotal of professional and contracted services requiring specific approval:		\$412,000	\$	\$415,000	\$425,000	\$425,000	\$400,000	\$2,077,000	
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$50,000	\$	\$150,000	\$200,000	\$200,000	\$200,000	\$800,000	

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(Sum of lines a, b, and c) Grand total					\$	\$565,000	\$625,000	\$625,000	\$600,000	\$2,877,000
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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 015905						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Electronic mobile devices	Increase academic achievement	420	\$750							
	2	Cart	For storage of mobile devices	14	\$3,500							
	3	Computer station	math lab focus on increase student achievement	60	\$1,000							
	4	Computer and Printer	Administrative Use for Grant Activities	1	\$1,500							
	5	Tables and Chairs	Furniture for New Pre-Kindergarten Program	20	\$300							
6399	Technology software—Not capitalized					\$150,000	\$	\$100,000	\$75,000	\$50,000	\$50,000	\$425,000
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
	Subtotal supplies and materials requiring specific approval:					\$	\$	\$	\$	\$	\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$521,350	\$	\$435,760	\$365,760	\$412,313	\$412,313	\$2,147,496
	Grand total:					\$1,089,850	\$	\$565,760	\$470,760	\$462,313	\$462,313	\$2,995,696

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 015905		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: support of grant initiatives/activities	\$7,000	\$	\$7,000	\$7,000	\$7,000	\$7,000	\$35,000	\$35,000
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$125,000	\$	\$140,000	\$190,000	\$190,000	\$208,231	\$853,231	\$853,231
Grand total:		\$132,000	\$	\$147,000	\$197,000	\$197,000	\$215,231	\$888,231	\$888,231

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015905		Amendment number (for amendments only):													
15XX is only for use by charter schools sponsored by a nonprofit organization.															
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years					
6669/15XX—Library Books and Media (capitalized and controlled by library)															
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$					
66XX/15XX—Technology hardware, capitalized															
2			\$	\$	\$	\$	\$	\$	\$	\$					
3			\$	\$	\$	\$	\$	\$	\$	\$					
4			\$	\$	\$	\$	\$	\$	\$	\$					
5			\$	\$	\$	\$	\$	\$	\$	\$					
6			\$	\$	\$	\$	\$	\$	\$	\$					
7			\$	\$	\$	\$	\$	\$	\$	\$					
8			\$	\$	\$	\$	\$	\$	\$	\$					
66XX/15XX—Technology software, capitalized															
9			\$	\$	\$	\$	\$	\$	\$	\$					
10			\$	\$	\$	\$	\$	\$	\$	\$					
11			\$	\$	\$	\$	\$	\$	\$	\$					
12			\$	\$	\$	\$	\$	\$	\$	\$					
13			\$	\$	\$	\$	\$	\$	\$	\$					
66XX/15XX—Equipment, furniture, or vehicles															
14			\$	\$	\$	\$	\$	\$	\$	\$					
15			\$	\$	\$	\$	\$	\$	\$	\$					
16			\$	\$	\$	\$	\$	\$	\$	\$					
17			\$	\$	\$	\$	\$	\$	\$	\$					
18			\$	\$	\$	\$	\$	\$	\$	\$					
19			\$	\$	\$	\$	\$	\$	\$	\$					
20			\$	\$	\$	\$	\$	\$	\$	\$					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life															
21			\$	\$	\$	\$	\$	\$	\$	\$					
Grand total:										\$	\$	\$	\$	\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	533		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	18	3.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	513	96.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	2	0.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	526	98.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	103	19.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	28	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	107		Pinnacle Report
Disciplinary placements in In-School Suspension	20		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	DNA	DNA%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A review of demographic and assessment data shows that students attending HBG elementary school are challenged by a number of social and academic needs: poverty, language barriers, mobility, grade-level reading performance, and school readiness. In total, about 77% of the student population is considered at-risk. Demographically, the largely Hispanic school population (96.2%) consists of students identified by the state as economically disadvantaged (98.7%) with just under 20% of students qualifying as ELL. According to US Census data, the neighborhood served by the school is characterized by a poverty rate of 32.5% that percentage is twice the national average and residents reportedly earn \$26,702 which is about about half the national median income level. Educational attainment in the service area also lags as 47% of residents have not obtained a high school diploma or higher compared to the national average of 14% of the population not earning a high school credential. The neighborhood within the HBG attendance zone features a number of multiple-family housing units and a large number of residential units accepting Section 8 housing vouchers. This situation, along with other social factors, contributes to a moderately high student mobility rate of 24% for the school site.

Academically, state and local assessments show a general need for improvement in both reading and mathematics. However, trend data on reading and literacy performance revealed domain areas in critical need. The domain areas where students are seriously behind were reading and literacy skills performance. The most striking aspect is the number of HBG students who perform below grade-level in reading as assessed by the Istation software program's norm-referenced Indicators of Progress. Istation reports student grade level performance in tiers as well as in numerical scale scores. Tier 1 represents students who perform at grade level (40<sup>th</sup> percentile of above), while Tier 2 represents students moderately behind grade level (21-39<sup>th</sup> percentile, and Tier 3 represents students seriously behind grade level performance by two years or more (20<sup>th</sup> percentile or below). At HBG elementary, trend data shows that 41% of students were seriously behind grade level performance in reading, and another 27% were moderately behind grade level norms. In 2013-2014, an alarming 58% of students were seriously behind overall grade level reading performance, while an additional 18% were moderately behind expected reading level performance. In 2012-2013, 46% of students were behind overall grade level reading performance at either the Tier 2 or Tier 3 levels. This accounts for the most common reason the students at HBG are identified as at risk. Readiness assessment data in 2014 reported that 57% of the student body failed to meet requirements in reading.

The diagnostic data shows that students begin struggling with vocabulary in kindergarten and trend data shows those struggles increase as they move up in grade levels and the text becomes more complex. By 3<sup>rd</sup> grade, 61% of HBG students required tier 3 interventions in vocabulary and 50% in comprehension. By 4<sup>th</sup> grade, those students requiring tier 3 interventions in vocabulary had increased to 74% and 76% in comprehension by 5<sup>th</sup> grade. When such a large percentage of students require such intensive intervention and the interventions appear to be failing them, there is a demanding need to improve literacy instruction. Especially in the areas of vocabulary and comprehension, and re-examine interventions that appear to not effectively address the issue. Additionally, current STAAR reading assessment data for the 2014-2015 academic year point to issues of readiness as 63% of HBG 3<sup>rd</sup> graders failed to meet the satisfactory standards, along with 40% of 4<sup>th</sup> graders and 48% of 5<sup>th</sup> graders not meeting established state standards.

As reading-level readiness is proven as a requisite skill to academic improvement across all subject areas, including mathematics, we are certain that a well-targeted, well-specified intervention program aimed at improving students' reading proficiency can be effective in reforming the educational program at HBG. That is why our focus will begin at the Pre-K level to bring all students to reading readiness by third grade.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	42.6		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	31.7	74.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.0	18.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.0	2.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	2.0	4.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0.0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	23.2	73.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	6.5	20.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.0	3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.8	5.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9.0	28.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	6.5	20.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	13.8	43.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.3	13.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$47,797		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$48,171		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$49,969		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$51,158		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$58,158		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0.0	0%	
Staff with Bachelor's degree as highest level attained	27.5	78.5%	
Staff with Master's degree as highest level attained	7.5	21.5%	
Staff with Doctoral degree as highest level attained	0.0	0.0%	

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HBG's campus is poised for change this coming school year. Twenty two percent of the teachers will be new to school and those who have remained demonstrate on an engagement survey administered in the spring of 2015 that they endorse the vision and goals of the new leader and the culture that he is establishing for student success. The Baldrige Performance Excellence in Education Staff Survey compiles data from 2013 through 2015 and presents a snapshot of the teacher morale at HBG's campus. In 2013 teacher reports of school climate was at a mean of 3.8 on a five point scale, in 2014 the rating dropped slightly lower to a mean of 3.7, and in 2015 the mean rating was once again 3.8. We want school climate to achieve an upward trend at HBG and fully expect the adoption of the TTIPS program to expedite this goal.

Six percent of the teachers will be first year teachers and 36 % of total staff have less than 5 years of teaching experience. After the 2014 school year almost half (48%) of the teachers remained on staff. A notable improvement during the 2015 academic school year HBG had 85% of the teachers remain on staff. Many of these teachers have recently graduated from teacher preparation programs and bring tremendous enthusiasm and expertise in the use of technology in the classroom, but there is a need for a strong mentoring and coaching program. The HBG and district leadership will ensure these teachers are engaged in literacy training to increase their pedagogical knowledge, skills, and experience working with high needs students. In addition, given that past methods of teaching literacy have not resulted in student success, there is concurrent need to train and coach experienced teachers to explore and refine their skills in best practices in the teaching of literacy. It will be important to assess the individual levels of mastery of teachers in literacy instruction and to tailor professional development and coaching experiences to universally elevate teaching capacity at the campus.

This enthusiasm for targeted changes impacting student success is shown by the large amount of teacher support for this application. Although the application development period fell in the middle of the summer when the teachers were not on contract, well over a third of teachers and other staff members gave up part of their break to contribute to the application.

Edgewood ISD is located in a highly competitive environment for teachers. There are 15 school districts in San Antonio and 19 in Bexar County. Edgewood ISD's inner-city location is one in which many staff choose not to reside, creating a long commute. Beginning teacher salaries have been highly competitive for the area, with the average beginning teacher salary of over \$47,000. Recently teachers have been vocal about the need to compete better in salaries for experienced teachers as well. The Board responded to this call this summer by approving a 5% raise for all teachers which improves our standing in the local competition and demonstrates the value we place on retaining our experienced educators.

Over 70% of the administrators and faculty at HBG are Latino, closely mirroring the student population. Teachers and administrators are able to connect not only with the students in their classroom, but are also able to connect with their families on a socio-cultural level as well, many of them representing Spanish-speaking households.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	20.2	19.3	18.0	22.6	16.0	20.0								116.1

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	4	4	4	4	5	4								25

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection and Analysis – In the spring of 2015, HBG engaged in a comprehensive needs assessment. The assessment required gathering and systematically analyzing data from multiple sources and stakeholders (summative and formative, academic and social, quantitative and qualitative). The data was in relation to state and national standards, along with short and long term goals and performance measures. The site-based decision-making team created a data binder that highlighted and provided key findings from this effort. The schools Professional Service Provider (PSP) assigned to provide support for this Priority School coached the staff in the implementation of the Texas Accountability Intervention System process in this effort and in the steps that followed. The site-based decision-making team met once a month and compiled the findings from working sessions at grade level meetings (weekly), faculty meetings, the Parent and Family Action Committee (monthly).

Problem Identification and Root Cause Analysis – In the next steps of this process, the site-based decision-making team conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Categorizing findings from the data into those four categories in relation to each of the Critical Success Factors. Then an overall SWOT analysis was conducted to identify the strengths, weaknesses, opportunities, and threats determined most relevant to student achievement at HBG. With additional input from stakeholders, the root causes of the most significant problems and successes were identified. A summary of this needs assessment led to the formation of the school's campus improvement plan for 2015-2016.

Goal Setting and Intervention Design – Goals were set with a three year time frame for the school. Eight key areas were targeted with an emphasis on the areas of student achievement, student support services, and high-performing staff. These goals were then broken down into annual goals and performance measures for the campus improvement plan with measurable formative and summative evaluations identified. While all areas of student performance were addressed in the campus improvement plan, the stand-out need and focus of the plan was the need to improve literacy skills for students beginning at the earliest possible age, particularly in vocabulary and comprehension skills. When this grant program opportunity became available, that area of need stood out. This discovery of need led the team to determine their focus on the Early Learning Intervention Model, embedded in transformation and an enhancement of the schoolwide literacy program. Specific Interventions were developed based on the model components, current research of best practices, and the specific needs of students, families, and staff at HBG.

Stakeholders - Multiple Stakeholders were intentionally involved throughout the process described above. They included Teachers, parents, school leaders and school support staff, the Professional Service Provider assigned to TEA as a Priority School, district curriculum and instruction specialists, district leadership, and community partners. Planning sessions involving the DCI, district leaders, curriculum experts, and school leadership were held weekly during the planning process. The campus held working sessions for teachers and parents on July 24, 2015, July 31, 2015, and August 7, 2015.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our team's selection of the Early Learning Intervention Model is a decision based on data that stems from an examination of trend data. This data includes Istation norm-referenced results demonstrating that approximately 70% of HBG elementary students are behind grade-level reading performance with about half of the upper elementary-aged students seriously behind grade level by two years or more. This data displays struggles with vocabulary and comprehension beginning in kindergarten; emphasizing the need for an early emphasis on literacy skills. Trend data from STAAR confirms that, on average, half of all tested students across the last three school years and grade levels did not meet state standards established for reading achievement.

Recent research shows that reading proficiency levels achieved by third grade largely predicts patterns of high school completion. Even in conditions of poverty, most students reading at proficiency level in third grade graduate from high school on time. As such, we seek to expand services at HBG elementary to include Pre-K education, along with improved literacy education across all grades to increase the reading proficiency of students. The Early Learning Intervention Model will serve as a catalyst stimulating instructional innovation, professional development, improved school management and increased student performance across all subject areas as reading proficiency is a gateway to academic success.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As described in Part 1 of this Needs Assessment, multiple stakeholders were deeply involved throughout the comprehensive needs assessment and campus improvement planning process which drove the needs assessment and planning for this application.

Specific to selecting the model for the proposed program at HBG, working sessions were held for parents and teachers on July 24, 2015 and August 7, 2015 and interviews were held on July, 31, 2015. Multiple and creative efforts were made to gain input and involvement from stakeholders who could not attend these working sessions. A survey of open-ended questions was sent electronically to staff. When Grade Level Placement meetings were held for parents and teachers, school leaders took the opportunity to also interview parents and staff regarding their needs and recommendations related to the design of this program. Surveys were also placed in the office of an apartment complex in the attendance zone of the school where many HBG families reside. The district's Parent Engagement Coordinator assisted in contacting parents and community members to invite them to engage in these opportunities. Community partners were informed of the intent to submit this application and encouraged to provide information and recommendations to inform the needs assessment and the plan of action through partner meetings.

Going forward, parents will become an integral part of the program's success at HBG by providing key input on the new program. Affording convenience and flexibility, parent sessions will be held in the evenings allowing parents to partake in training sessions that will provide parents with tools, activities and resources to use at home and assist in their child's learning. The goal of these sessions is that parents will become engaged with their child and will be a factor in their child's academic success through extended learning time. Parents will be equipped to work one-on-one with their child to engage with them in learning and will have access to resources that might not be readily available in their home environment. They will also be shown how to best utilize the technology in their home to promote extended learning. Parental engagement is also valued as it allows parents to communicate what is and what is not working for their child and offer input on what they think might work best. Parent retreats will also be planned for HBG faculty and teachers to engage with parents and collaborate with them on continuing to build the TTIPS program. At these parent retreats there will be time for team building exercises, leadership courses, and continuation of adding to the resources for their child's academic success.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Ensure all requirements of the TEA for school improvement and related grants are met. Assist schools in data analysis, planning, and evaluation of interventions to ensure student success. Communicate with PSP to serve school needs. Serve as an active member of the School Improvement Transformation Team (STAT).	Texas Teaching and Principal/Mid-Management Certification Expertise in Curriculum and Instruction Expertise in Accountability Requirements, Data Analysis, and Texas School Improvement Requirements. Expertise in School Transformation Excellent leadership, communication, and collaboration skills
2.	Executive Officer of Elementary Schools	Serve as leader of STAT team. Move STAT team to immediate and successful action as soon as school needs occur. Establish and implement effective and efficient communication channels with the school principal, superintendent, and STAT Team members. Assist school team in needs assessment, planning, implementation, and evaluation of school improvement initiatives and intervene as needed. Communicate with PSP and DCSI to serve school needs.	Texas Elementary Education Teaching and Principal/Mid-Management Certification Expertise in Early Childhood Education and Literacy Excellent Communication, Leadership, Management, and Collaboration Skills
3.	Director of State and Federal Programs	Ensure all program and fiscal requirements of the grant are met Supervise Grant Administration Staff	Texas Principal/Mid-Management Certification Expertise in Federal, TEA, and Local Program and Fiscal Laws, Policies, and Guidance Successful Experience Implementing and Managing Federal and TEA Grants
4.	Grant Administrator	Manage Day to Day Activities of the Reporting and Fiscal Matters of the Grant. Ensure Appropriate Resources are Available as Required for Grant Activities. Monitor Adherence to All Grant Guidelines Ensure all Timelines and Deadlines are Met Maintain Required Documentation	Master's Degree Excellent Organization and Management Skills Expertise in Grant Requirements
5.	Senior Evaluator	Design, Implement, and Report Evaluation of Grant Activities as Required/Requested	Expertise in Grant Evaluation Excellent Organization, Communication, and Management Skills

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Early Literacy Coach	Train and coach teachers in quality early literacy intervention.	Certified CLI Instructor/coach with successful experience validated with references.
2.	Early Learning Coach	Train and coach teachers in quality early learning strategies.	Documented education and experience in early learning strategies and coaching. Tailored fit to school needs.
3.	Literacy Instruction Coach	Train and coach teachers in quality literacy instruction.	Documented education and experience in literacy instruction.
4.	Content Area Coaches	Train and coach teachers in quality content strategies.	Documented education and experience in training and coaching teachers in content areas.
5.	Parent Engagement Specialist	Engage the families the school staff in ongoing joint experiences to build relationships and implement successful strategies to increase student success.	Documented education and experience in working with families and school staff. Validated with references. Tailored to school needs.
6.	Tutor	Tutor students in literacy and content.	Expertise in literacy content and appropriate age instruction. Successful documented experience in tutoring young children.
7.	Team Building Coaches	Engage the school faculty in team building activities. Increase and improve communication and collaboration.	Expertise in team building and successful documented experience.
8.			
9.			
10.			

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edgewood ISD and HBG Elementary School leadership will ensure commitment to project success through several means. Each participant will be actively and meaningfully involved in the planning, decision-making, and evaluation of the program, establishing ownership. Roles and expectations will be clearly defined and monitored for each participant. Participants will be supported by professional development and coaching opportunities that will provide the skills and to increase pedagogical knowledge in all academic areas of need to meet set goals. Sufficient time and resources will be provided to implement requirements, along with clear and open communication channels – formal and informal. Successes will be celebrated and rewarded in a variety of ways, including additional compensation for improving student achievement. Sufficient and appropriate resources will be available when needed as established through the budget planning process. The District STAT (School Turnaround Assistance Team), composed of key leaders who have the expertise to advise and the authority to make things happen in all areas of district support, will be called to action at any time that the campus requests assistance. The plan of action for this program will be clearly articulated in a written, user-friendly format so that it is clear to all involved. The plan will include the person responsible for each task/activity, timeline, and method by which success will be measured, and the resources that will be provided.

All roles and responsibilities will be assigned to positions, not individuals. If staffing patterns in the district or at the campus change, the roles and responsibility will be assigned to different positions, but each will continue to be performed. When an individual is assigned to a new position or responsibility, a period of transition will occur for the staff member to receive needed training and knowledge to perform the new role.

Those involved in implementing this proposal have been engaged throughout the development process, establishing ownership. Opportunities for actionable input will be provided throughout implementation to ensure that investment remains active.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inherent in implementation of the Early Learning Intervention Model is the promise that by providing an excellent pre-kindergarten experience in a literacy-rich environment, students will be set up for increased success in kindergarten and beyond. Providing research-based early intervention for students experiencing difficulty will front-load efforts so that students are on track to learn appropriate content and skills as they move from one grade level to the next. This will enhance their potential for continued success in school. In doing this fewer interventions will be required than are currently required to accelerate student learning when they have already fallen behind. Resources and efforts can be redirected to enhance the learning experience and will prompt continually increasing successes.

By investing in our most important resource in teaching children - the human capital of our teachers - through a coaching model, we will be creating experts who will become the future coaches for each other and staff who are new to HBG in future years. This cycle will perpetuate. Few things motivate teachers more than seeing the results of their work in terms of student success. However, systems will be established to reward teachers in creative and meaningful ways for their efforts, increasing teacher retention. These systems will become a part of the expected culture at HBG. Teacher leaders will develop who will be in a position to step in to leadership positions as they open, maintaining the successful elements implementing during the grant program.

As parents and community members engage more with the school and with their children's learning through grant activities and see the success the children are achieving, they will sustain the efforts by expecting the same or better for their younger brothers or sisters and community. This will create a culture of high expectations of the families and community for the school, along with the knowledge and experience of how they can help that happen.

As more students perform on grade level, funds and resources currently demanded for intervening for those who don't will be diverted for quality classroom programs and early interventions. The number of accelerated instruction teachers for reading, for example, will no longer be required as additional staff. As early learners are attracted to the pre-kindergarten program at the school, increased enrollment and attendance will increase funding.

Less funds will be required for training, coaching, and mentoring teachers and leaders as the teachers and leaders in the school become the experts and the coaches.

District leadership will learn how to better support the school through their engagement in this program through the STAT team and will continue to respond to needs. Individually and collectively, they will expand their capacity to support school improvement and the leaders, teachers, support staff, parents and community involved in the efforts.

Inherent in the budgeting process of Edgewood ISD and HBG budget is a commitment to fund what works in creating high student achievement.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A site-based team, representing a broad range of stakeholders, concluded that grade-level reading readiness was a particularly urgent issue since more than 70% of students at HBG elementary were not reading on grade level. The consensus of the team was to focus on performance measures representing reading domains and subsets that most challenge students in addition to monitoring overall reading progress. It was also important for the performance measures to align with intervention strategies and instructional practices/protocols and allow for continuous diagnostic, formative, and summative assessment.

As part of the school's educational program HBG will include a Pre-Kindergarten program that will require the selection of age-appropriate reading measures centered on early literacy skills such as oral language development, phonemic awareness, alphabetic principal, and vocabulary development. As students progress through third, fourth, and fifth grades STAAR reading measures will be examined as part of the summative process, but for formative and diagnostic purposes, program staff will monitor Istation assessment results. Students' Istation activities and results, which represent a form of differentiated instruction, will be monitored and interim/progress level goals set to promote continuous literacy skills improvement. Performance measures represented on grade-level district and campus benchmark exams will also be assessed to determine student progress and growth.

All results, across all grades, will be reviewed to determine whether appropriate interventions are in place to meet the annual goals and ultimately allow students, and the school, to exit low-performing status. The selected performance measures are challenging and the academic goals are attainable as student performance can be enhanced by the instructional regimen of the proposed evidence-based intervention program.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The effectiveness of the grant's programs and activities aimed at improving reading readiness will be directed and supported by established processes in Edgewood. The implementation plan will establish a timeline of activities and interventions that will be monitored and evaluated for the grant. This plan will also include provisions to monitor both near-term and long-term program goals and academic objectives to be reviewed on a six-weeks to annual bases. The TTIPS coach and school principal will largely be responsible for ensuring actions are taken to keep the program on schedule and with full implementation fidelity and program integrity.

The plan will define groups participating in each component of the early literacy program throughout the grant period. Goals for achievement will be aligned with state assessment standards (particularly as required and mandated in reading and mathematics), TEKS Pre-Kindergarten guidelines, and district developed exams. The plan development will include a TTIPS coach, principal, and campus team leaders to draft implementation strategies and expected student outcomes and targeted teacher instructional practices. Refinement of the plan will be developed at the time of award notification. The basis of the plan will include a timeline for professional development, purchases, implementation, and monitoring as well as the goals of each particular activity. The implementation plan for each component of the program will include monitoring meetings on a six weeks basis. The plan will include each component of the program and will have a Look For Document. The Look For Document contains the standards for the implementation of the program.

The plan will detail the materials, resources and expectations that are part of the program and how they are to be used. The Look For document will also include what the teacher should be doing in the classroom when implementing the program as well as what the actions should be for students participating in the classroom. Classroom walk through documentation will use the Look For document to monitor the implementation of the program. Information from the Look For documents will be submitted into a database for systematic review. The goals of the program will provide incremental measures to evaluate the effectiveness of the program. These goals will include achievement measures that are expected from the intervention. Reports noting the progress of students will be monitored on a six weeks basis. This will be complimented by the current Universal Review System that exists on the campus. Through this scheduled process the administration meets with classroom teachers and support staff to review the progress of individual students. Interventions are reviewed and progress monitoring data is a focus, so that individual student needs are met.

The responsibility of effectiveness of interventions will be led by the TTIPS coach. This team member will collect the data from the Look For data base and the achievement information from the programs. The data will be presented on a six-week basis. Monitoring will be done primarily by the TTIPS coach to measure the adherence to the implementation plan and the achievement information for students participating in the program. Adherence to the implementation plan will be the initial focus, so that fidelity to the program is assured. Going forward, reporting will focus on student achievement. An analysis of the implementation will be presented to the district executive officer for elementary division and the leadership team. The analysis will include match to the implementation plan and a complete review of all components of the plan. This process will complement the monitor adjust and plan procedure (MAPing), in which the campus reviews the data from curriculum based assessments, benchmarks, and additional formative assessments.

The plan for methodical consistent monitoring will allow the campus to identify and act upon any implementation concerns. Scheduled meetings will review the implementation plans to enable quick action in case there are problems in project delivery that need to be corrected throughout the life of the project. The TTIPS coach will be onsite to assist with implementation. The implementation plans will allow the campus to plan all specifics that need to be completed and implemented. The purpose of the principal's attendance at the meeting is to assure that any changes or refinements that need to be made are addressed immediately. The attendance of the district leadership is to provide support for the campus and address the needs of the campus. The district participants are able to escalate needs of the campus. If there are alterations that may be needed to the implementation plan, these will first be addressed with the principal and leadership team. This group will address the implementation plan by providing insight, suggestions, and revisions when necessary. While modifications may be necessary to implementation plans, the goals will remain intact.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers will need to follow the established Edgewood Request for Proposal (RFP) procedures that are in place. This will involve the campus team working with the curriculum and instruction department as well as the purchasing department. The team will collaborate to have the request include requirements that will provide high quality providers. The collaboration of teams will then be able to identify if services are necessary for the successful completion of the initiatives in the grant.

The RFP will include a requirement for documented evidence of success from the vendor in the type of service that is requested to meet the needs of the grant. A rubric will be utilized for the selection process. The rubric will focus on the type of work performed by the vendors, the quality of work as reported by prior customers, and progress made by the prior customers. The providers will need to demonstrate that the fees for service are reasonable for the requested services. The competitive bidding process requires that bids be evaluated and awards made based solely upon bid specifications, terms, and conditions contained in the request for bids document, and according to the bid prices offered by vendors and pertinent factors that may affect contract performance. Any external providers whose fees exceed \$25,000 will be required to have prior board approval before payment for their services.

A district team will contact references to assure that the service of the provider was of high quality. The team will have a set of questions to inquire as to the level of service that was provided by the vendor. Questions will include the gains that were made by the school or district that was serviced by the provider. In addition, the district team that reviews the providers that file the RFP, will obtain information as to the years that the entity was serviced. This will enable the RFP review team to obtain information from the Texas Education Agency website to determine gains that were made while the entity was served. The information from the rubric will be compiled to determine which of the vendors have the highest ratings and merit an interview. A formal interview process will be held with the highest-ranking vendors. At this point additional details of the service will be reviewed to determine the vendor that is the best match to meet the needs of the campus and the requirements of the grant. Risk-analysis will be included during the interview, to review, timelines, expectations, and goals of the grant. The critical needs of the campus will be reviewed to assure that the vendor is able to fulfill their requirements. The vendor will need to provide a detailed plan as to how their services will enable the campus to fulfill the goals of the campus. District lawyers will support the needs of the campus and the contract process. The RFP will contain the stipulations that if the provider does not fulfill their requirements, the contract will be terminated with a thirty day notification.

The final selection decisions for providers will be based on the scores of the rubric, the interview, and their written plan to fulfill the needs of the campus. The procurement of the provider will be a collaborative effort with the TTIPS coach based on the information from the selection report.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external providers will be reviewed on a six-week basis for the completion of tasks and performance of the provider. The contract and implementation plan will contain the specific tasks and initiatives for which the provider is responsible. This campus-developed document will provide ease in the provider review process.

The TTIPS coach will manage the on campus schedules and work of the external providers. This campus staff member will have working knowledge of the school, so that they are able to manage the work of the providers. Since they are on staff, they will be at the campus to oversee professional development, coaching, and additional services that are components of the initiatives. The work of the provider will be specified in the implementation plans, to assure that the activities are being followed. The TTIPS coach will communicate with the campus administration as to the progress of implementation.

The implementation plan of the grant will contain the measures of success that are expected of the grant. The district uses the Plan, Do, Study, Act (PDSA) system to evaluate programs. These evaluations are completed annually. In order to assure that the goals of the grant are realized, an evaluation of service providers will be completed semi-annually. The current PDSA method will provide structure to the evaluation process. The system includes a component which allows for the modification of the current implementation plan. If changes are necessary they will be noted through the evaluation process.

Through the evaluation process, the campus will know when adjustments are needed in the performance of the provider. The provider will have an understanding of the established goals of the grant. The provider will also be provided with specific measurable increments of progress. This will guide implementation. When a situation arises in which the provider is not meeting the expected level of performance, the campus will notify the provider in writing of the concern. This notice will include a meeting time to review the evidence and determine refinements that are necessary to improve performance. This will be in the form of a discussion to address the needs. The follow up of the meeting will include documentation of the changes that will take place and the future provider goals. The campus principal and the district leadership will attend the session.

Through the evaluation process, the provider will know when they are not meeting the expectations of the campus. The review process will have clear expectations and evidence will determine when a provider needs to be replaced. The expectations of the provider are stated through the contract process. When evidence demonstrates that the provider has not met the expectations, steps will be taken to remove the provider. The written evidence will be specified for the vendor. The vendor would have been provided an opportunity to address the situation through the review process. When a provider does not change to meet the expectations, they will be provided a thirty-day notice to terminate the contract. The district leadership will review the process to assure that proper procedures have been followed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	The administration team and the parent liaison will conduct parent planning sessions during the Pre-Implementation year to gather parent input regarding Henry B. Gonzalez's Literacy Programs, school activities, teacher trainings, and budget.	
2.	The school will build capacity to increase and encourage parental engagement in general; and specifically, the school will provide materials/training to involve families in home activities designed to improve their children's literacy learning. Flexible meetings, involvement in planning & review, child care, improved communication & notification, volunteering, and access to teachers/staff are among planned engagement efforts.	
3.	Henry B. Gonzalez will create committees to address the implementation of the grant. These committees will meet biweekly during the Pre-Implementation year to assure that the specific areas of the grant are addressed	
4.	Grant staff will be hired. A bookkeeper to ensure that project funds are spent timely and in accordance with the grant. A TTIPS Coach will be hired to assist staff members in the implementation of grant program and strategies in their classrooms and throughout the school.	
5.	Henry B. Gonzalez will participate in district meetings to discuss progress and implementation. School Turn Around Team (STAT) will include district staff as well as campus staff. The STAT team will conduct budget meetings to discuss allocations and expenditures.	
6.	Recruitment for the full day Pre-Kindergarten class will begin in March of 2016. This extends the current district program but makes a greater connection to the campus and family by locating this program on the school campus, vertically aligned with the rest of the school.	
7.	Staff development utilizing consultants with instructional focus on literacy will begin during the Pre-Implementation year and extend into the following year(s). Since much of this training will be multi-days and pulling teachers out of class must be limited, a priority list will be established to determine which groups to train first. Staff development will be focused on strengthening the literacy program on campus, targeting vocabulary, comprehension, and fluency skills.	
8.	Staff development will target the new pre-kindergarten teacher and aide in early childhood. The staff development will target literacy instruction, classroom environment, centers, and transitions.	
9.	Staff development will target the new pre-kindergarten teacher and aide in early childhood. The staff development will target literacy instruction, classroom environment, centers, and transitions.	
10.	Staff will be trained on how to gather student data via informal and formal observations. After gathering the data staff will be trained on how to use the data to support the needs of the student. The STAT team will use the data to plan for future parent and staff trainings.	
11.	Second grade teachers will prepare for looping up with their students the following year in order to develop strong school and family relationships and eliminate lost time in getting to know students' instructional needs. Summer contact will also be made between the family and teacher to encourage the student to engage in activities during summer break.	
12.	Counselor and Social Workers will identify students/families with the greatest social/emotional needs to participate in after school sessions targeting communication skills, school to home connection, and sibling relationships.	
13.	Leveled classroom libraries will be purchased for all kindergarten - fifth grade classrooms. These leveled libraries will be used to implement a literacy program aimed on getting all students to read on grade level by the end of third grade.	
14.	Non-fiction books aligned to the Comprehension Toolkit will be purchased for all kindergarten - fifth grade classrooms.	
15.	Poetry books will be purchased for all kindergarten - fifth grade classrooms. Teachers will receive professional development in literary genres. Each kinder - fifth grade student will be required to read and analyze a poem weekly.	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henry B. Gonzalez uses student and teacher data to create a School Improvement Plan (SIP) and a Campus Improvement Plan (CIP) as guiding frameworks to promote educational improvement at the school. The purpose of the plans is to target student performance for all student populations, including students in special education programs. Both plans guide the objective, instruction, and learning activities that are occurring on campus in an integrated fashion across classrooms and grade levels.

The Campus Improvement Plan contains ten school wide components: Comprehensive needs assessment, Reform Strategies, Instruction, Professional Development, Parental Involvement, Staffing, Transitions, Monitoring of Students, Coordination and Integration of programs. The CIP is reviewed by key staff on at least a six-week basis to determine the implementation of programs, interventions, and strategies and evaluate progress towards set goals. Recommendations are then discussed with the full faculty to assess progress and address areas requiring additional attention. Similar in process. The SIP contains three targeted instructional areas monitored on a quarterly basis to monitor progress as measured by student growth.

At the end of the school year, the campus conducts a needs assessment to identify our strengths and weaknesses. The data collected through the process is used to create goals for the upcoming school year and checkpoints to evaluate progress. Each Campus Improvement Plan must identify how the campus goals will be met for each student, identify staff needed to implement the plan, and set timelines for reaching the goal. The CIP and SIP must include instructional methods for addressing the needs of student groups not achieving their full potential.

Together, both the CIP and SIP have been central to yearly improvement as measured by state and local assessments, including STAAR results which routinely show improvement across all tested areas. This process validates our efforts and will as a coordination and integration tool to maximize the effectiveness of efforts included in future grant-funded projects such as proposed plan in the current application.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Mario Goff

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 30, 2014

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

N/A

How intent of the original  
element remains/will be met:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>Henry B. Gonzalez will use the Texas Teacher Evaluation Support System (TTESS) and the Texas Principal Evaluation and Support System (TPESS) as a data source for student growth. TPESS will begin in the 2016-17 school year.</p> <p>Under the TTESS system, student growth will ultimately account for 20% of the evaluation rate. During the 2015 – 2016 school year value added data will be available but not factored into the evaluation until the following year.</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>The Texas Teacher Evaluation Support System is designed to include two formal observations and multiple fifteen-minute classroom observations. One scheduled observation will be conducted in the fall semester and an unscheduled observation will be conducted in the spring semester. A district timeline has been created to allow for all teachers to be observed with fifteen-minute classroom observations. The observations will target the instruction and learning environment dimensions. After each type of observation a conference will occur to identify reinforcement and refinement areas.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>The Texas Education Agency developed the Teacher Effectiveness Workgroup at the state level to work on the new evaluation system which ultimately resulted in TTESS. A teacher steering committee worked to develop an evaluation instrument to the teaching standards that could be utilized for continuous professional growth. This evaluation instrument was developed at the state level. Within the school district the Districtwide Educational Improvement Council (DEIC) reviewed the TTESS system and made a recommendation to the Board of Trustees to participate in the refinement year of TTESS during the 2015 – 2016 school year and ultimately have this become the appraisal system for Edgewood teachers. The decision to move to the TPESS was delayed one year in order to ensure a focus on TTESS implementation and will be pursued in the 2016-2017 school year.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Monetary awards will be made available to staff based off the allowable funds set in the budget. The award amount will be determined by district leadership and campus leadership teams. Teachers will have to meet set goals and criteria each semester. The award will be tied to student level performance, state and local assessment scores, and nine week grades. A retention stipend will also be implemented for teachers the amount will be determined by the allowable funds in the budget.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

The following intervention/protocols will be established to assist teacher who are struggling to improve their professional practice:

1. Instructional Coaches will use strategies learned from the Teacher Toolkit training to provide various instructional support.
2. TTESS pre and post conferences will be held with identification of reinforcement areas and refinement areas.
3. Teachers will participate in classroom observations with Instructional Coaches to identify researched based practices to improve student performance.
4. Provide staff development on specific staff needs and monitor implementation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

The full day Pre-Kindergarten classroom will be staffed with a full time teacher and paraprofessional that will give the classroom a 2-20 ratio. The classroom teacher must have a Bachelors degree from an accredited college/university with an Early Childhood certification. The paraprofessional must have a high school diploma, 48 hours from an accredited college/university, and passed the TABE. The preschool program will be a full day instructional program that will include breakfast, lunch, and recess. The program will follow the Children's Learning Institute (CLI) model using an approved curriculum. CLI will target progress monitoring, professional development and observation tools. Teacher salary will be based on the board approved teacher pay scale.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

Based on the states research based early learning intervention model Henry B Gonzalez will use a Thematic approach that focuses on early literacy skills such as oral language development, phonemic awareness, alphabetic principal, vocabulary development, and compression skills. The thematic approach encompasses science, math and social students concepts. The Pre-Kindergarten program will be vertically aligned with TEKS-upper and lower grades. The staff will use the Pre-Kindergarten guidelines to develop lesson plans and instruction. Each unit that is planned will have instruction in the following domains: social emotional, oral language development, emergent reading and writing, math, science, social emotional social studies, fines arts, physical education and technology.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

CIRCLE will be implemented in the Pre-Kindergarten class to measure early literacy skills, and math skills, Formative Assessments, and Student Portfolios will be used as an assessment data tool to measure improvement and next-grade readiness. CIRCLE allows for progress monitoring to access areas of a student that are still developing. The assessments are completed at the beginning, middle and end of year. Formative assessments including observation protocols will be used to target and identify student behavior and academic performance. Student portfolios will include student work samples, demonstrating evidence of student academic mastery over time.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Academic Performance/Improve the Instructional Program***

Planned Intervention		Period for Implementation	
1.	Pre-Kindergarten Classroom – focus on early childhood education	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Reading – all students at Henry B. Gonzalez will be reading on grade level by the end of third grade. Additional reading instruction and tutoring programs will focus on assuring that all students have the skills needed to perform on grade level with all reading assessments. Kindergarten and First grade will focus on phonemic awareness and developing early literacy skills while second and third grade focus on comprehension and higher order thinking. Flexible grouping of students based on academic needs.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Writing – all students at Henry B. Gonzalez will perform on grade level on all district and state assessments. Kindergarten – Fifth grade classrooms will participate in a writer's workshop, student portfolios, and publishing of their writing. Vertical expectation will be reviewed to ensure that students enter each grade with the appropriate prerequisite skills.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	STAAR Scores in third to fifth grade – Reading, Math, Writing, and Science scores will have a passing rate above 75%.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	District and Campus Benchmark Exams – all students at Henry B. Gonzalez will show growth on all district and campus benchmark exams. Student data will be reviewed through the use of an assessment room and monitored every nine weeks.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	HBG will have better trained teachers by providing comprehensive job embedded staff development. This training will focus on literacy and student socio-emotional needs.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Coaching of teachers and students towards success.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Teacher Quality***

**Planned Intervention****Period for Implementation**

1.	Staff Development – All teachers will participate in staff development. Staff development will be focused on providing quality instruction, student engagement, assessments, and use of data to improve instruction. Specific bodies of training will focus on: Literacy, Social-emotional needs, and formative assessment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Teacher Observations – All teachers will use feedback from formal and informal observations to improve instruction. Data will be collected and tracked to monitor feedback and implementation of instructional practices discussed during post conferences.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Teacher Goal Setting – All teachers will set goals aimed at improving their instructional practices. Goals will be evaluated once during the fall semester and spring semester.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Teacher/Parent Retreat – Parents and teachers will be invited to participate in a retreat that will identify instructional practices that will be occurring in the classrooms. Parents will be informed of programs, lesson planning, and data collection that will be used to guide the instructional program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Recruitment of quality teachers and retention stipend for trained teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	Administration Staff Development – Principal, Assistant Principal, and Counselor will participate in staff development targeting transformational leadership.	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Teacher Leadership – Team leaders will be developed on campus. Team leaders will be responsible for assuring that all instructional programs are being implemented with fidelity.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Parent Leadership – Each grade level will identify one parent from each classroom to serve as a parent leader. Parents will meet with teacher leaders and administration quarterly to discuss the instructional programs on campus and review student data.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Student Leadership – Grade levels third, fourth, and fifth will identify one student from each classroom to become student leaders. The student leaders will meet once a month with administration and teacher leaders to discuss areas of concern.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Participation in School Leaders Network , Region 20 leadership training or similar administrative training groups in which practitioners share information with colleagues	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Assignment of a mentor of a successful practitioner for principal, AP and other leadership staff	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Include administration in all training that the teaching staff receives to ensure understanding of implementation expectations.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Teacher Observations – All teachers will use feedback from formal and informal observations to improve instruction. Data will be collected and tracked to monitor feedback and implementation of instructional practices discussed during post conferences.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Teacher Planning – Teachers will participate in planning sessions that will occur during school, after school, and on Saturdays. Data will be used to guide the planning sessions that will impact instruction and student engagement. Monitor, Assessing, and Planning (MAPing) strategies with teachers on a nine weeks basis. Weekly planning with teachers aligned with the T-TESS.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Student Portfolios – All students will create and maintain a student portfolio. The portfolio will contain student data documenting reading fluency, assessments, and areas of strengths and weakness.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Staff Development – Teachers will participate in staff development regarding the use of formative and summative assessments and how to use the data to improve instruction. Training on formative assessment strategies will result in the inclusion of these strategies in weekly lesson plans.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Beginning, Middle and End of year assessment of reading levels with strategic student groupings resulting from the review of these scores	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Vertical planning sessions throughout the year will occur to gauge that students are progressing at a rate which will prepare them for the following year.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Monitoring Adjusting and Planning: MAPing with teacher to include a review of nine weeks test results by individual student, class and grade.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Afterschool Homework Lab – Students and parents will be given an opportunity to participate in an afterschool homework lab. The lab will allow students to receive assistance on any homework assignment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Morning Homework Lab - Students and parents will be given an opportunity to participate in a morning homework lab. The lab will allow students to receive assistance on any homework assignment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Saturday Workshops – Saturday Workshops will be planned targeting areas that have been identified through data analysis as an area of concern. The Workshop will be formatted as a clinic to that will scaffold a student's learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Beginning in year two, the school day will be extended. This will allow 45 minutes of additional time to guarantee daily remediation and enrichment for all 1st – 5th grade students. Pre-kindergarten and kindergarten teachers would dismiss earlier allowing them to work directly with 1 -5 students and allow for vertical planning time across grades. Support teachers would also serve in this manner. Fridays may offer non-traditional activities for all students or release at the earlier time for teacher planning, with enrichment then moving to Monday to hopefully address attendance lags on these day.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Looping of teachers from 2nd to third grade and from kinder to first grade to eliminate the time that it takes teachers to get to know their students at the start of the year and to establish stronger teacher family relationships.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Development of high quality center activities to promote effective use of student time while teacher is engaged with other students in small group learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

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List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Increase Parent/Community Engagement***

Planned Intervention		Period for Implementation	
1.	Parent Retreat – Parents will be invited to participate in a parent retreat during the fall and/or spring semester. The retreat will target data analysis and parent activities that can be implemented at home to assist with their child's learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Home visits / block walking for Pre-Kindergarten recruitment	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Small School Library – Parents will be encouraged to assist in the building of Small School Libraries that will consist of books that students can keep or exchange.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Conduct "Eagle Family Community Meetings and Dinner" to serve the needs of identified students and their families. These will be evening session that last about five weeks in which students and their families will work with the school and other resources to address their children's academic or socio- emotional needs. Students will be grouped by need and multiple needs / groups will be addressed throughout the year.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Parent conference during the middle of each grading period for any student performing below 75% to allow for parent intervention before students receiving failing grades.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Looping with students to further develop the relationship between teacher and family as well as assignment of students from the same families to the same teachers to further build the family teacher relationship.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Improve School Climate***

Planned Intervention		Period for Implementation
1.	Payment of a retention stipend each August for teachers who have completed the required staff development during the year and choose to return to the campus the following year.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Monthly recognition of staff and students related specifically to grant expectations.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Coaching for success (students and staff)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Money available for summer staff development for teachers wishing to attend additional training in areas of refinement as identified on TTESS and throughout the year.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Additional pay for staff for the longer school day.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Monetary bonus for STAAR increases and for students improving their reading levels.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:015905		Amendment number (for amendments only):		
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:015905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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